Reading First
District Monitoring Tool

Part One: Technical Assistance		
Indicator	**Supporting Evidence**	**Status**
1.1 The district has evidence of how it has consulted with the private school officials during the development and implementation of the plan for the purpose of: • determining eligibility of private school children, • identifying children's needs, • outlining how, where, and by whom service will be provided, • determining how the services will be assessed.	___ Notes from planning meetings or board meetings ___ List of schools/students participating ___ Names/positions of private school personnel involved ___ Schedule for services (PD, conferences, etc.) ___ Examples of assessment tools	☐ Adequate Progress ☐ Minimal Progress ☐ Little or No Progress
1.2 The district is providing comprehensive, systemic technical assistance that includes the membership of the district reading leadership team and proposed activities and timeline to support Reading First in awarded schools.	___ Names/positions of personnel responsible ___ Notes from meetings to show agenda and activities ___ Timeline to show proposed activities and progress ___ Evidence of assistance already provided	☐ Adequate Progress ☐ Minimal Progress ☐ Little or No Progress
1.3 The district must describe in its application the district-level support that will be provided as technical assistance to ensure high quality implementation of Kentucky Reading First. This will include how the district plans to provide a district-level Kentucky Reading First Coach with matching district funds.	___ Evidence that the GRADE, DIBELS, and Terra Nova were administered on time (master schedule, test booklets with dates, etc.) ___ Evidence that information is being shared among schools and district (bulletins, newsletters, email updates, meeting attendance, etc.) ___ Evidence that District Reading Coach is involved in RF PD planning (meeting agendas and attendance records, schedule of time in schools, etc.) ___ Example of PD assessment tool or PD needs tool ___ Evidence of plan for struggling readers (current reading data, intervention strategies, etc.) ___ Schedule to show activities to assist teachers who need more assistance (PD, mentoring, coaching, etc.) ___ Dates and agendas of activities planned to support parents ___ Names of personnel working with parent initiatives ___ Dates and description of activities planned to support summer literacy ___ Evidence of participation with private school officials	☐ Adequate Progress ☐ Minimal Progress ☐ Little or No Progress
Additional Comments Part One: 1.1- 1.2 1.3-		

Part Two: Professional Development		
Indicator	**Supporting Evidence**	**Status**

2.1 The Reading First professional development is an integral part of the district-wide PD plan and there is evidence that:
• all PD activities adhere to the Kentucky's Standards for High Quality Professional Development
• the district Reading Coach is supporting PD activities, including KY Reading First summer institute,
• the PD is building capacity by involving all stakeholders,
• the PD activities support scientifically based research in reading instruction, programs, and materials,
• the PD activities address the five essential components of reading
   o phonemic awareness
   o phonics
   o vocabulary development
   o fluency
   o comprehension, and
   o inclusion of a writing component
• new teachers are oriented in scientifically based reading research, reading programs, materials, and assessment annually,
• PD activities are planned to support teachers needing additional assistance, and
• PD activities are designed to include and address the needs of all primary teachers (K-3) and special education teachers (K-3).
	___ District PD timeline shows Reading First activities
	___ PD activities are designed to adhere to high quality professional development standards (job embedded, geared to needs of stakeholders, collaboratively planned, etc.)
	___ Evidence that reading coach is involved in planning, presenting, and/or implementing PD activities (PD agendas, notes from planning meetings, etc.)
	___ List of names/positions of stakeholders involved in PD planning, presentation, or implementation showing these stakeholders are representative of the faculty and students of the district
	___ Evidence that all stakeholders (teachers, administrators, parents, staff) are included in PD activities (sign-in sheets, agendas showing diverse presenters, etc.)
	___ Names and positions of reading leaders that are available to schools for support
	___ Evidence that PD activities are linked to SBRR such as current student and teacher needs assessment data are used in planning, and/or PD content and activities are based on research on effective reading practices and strategies (PD planned using information from National Reading Panel or other research-based plans)
	___ PD timeline shows that each component of effective reading is covered with emphasis on components identified by needs assessment (PD surveys indicate that teachers received adequate training in these 5 areas)
	___ Schedule to show annual activities designed to orient new teachers to SBRR (PD sessions for new teachers, mentoring, coaching, use of video archive of past PD sessions, etc.)
	___ Evidence of communication between school administrators and district on systematic way to evaluate which teachers need additional assistance
	___ Schedule to show activities to assist teachers who need more assistance (content-intensive PD sessions based on teacher needs, mentoring, coaching, etc.)
	___ Names/positions of teachers attending PD to ensure all teachers are included, including those in non-RF schools
	___ Names/positions of teachers planning and/or presenting PD to ensure all teachers are included, including those in non-RF schools
		☐Adequate Progress
		☐Minimal Progress
		☐Little or No Progress

2.2	The district periodically evaluates the effectiveness of the Reading First professional development activities, including a process for adjusting professional development as needed, and includes support and resources to teachers for time to study, practice, implement, and evaluate instruction.	___ Copy of survey instrument designed and used to assess PD effectiveness ___ Evidence that PD is regularly evaluated (PD timeline, copies of surveys showing dates, etc.) ___ Results of PD assessment ___ Evidence that results were used to adjust future PD to meet identified needs (e.g., adjusted PD timelines) ___ School/district schedule shows time allocated for teachers to study, practice, implement, and evaluation instruction (substitute teacher logs for teacher release time, common planning time on master schedules, etc.) ___ Evidence of teacher implementation of practices/strategies learned/gained in Reading First professional development sessions	☐Adequate Progress ☐Minimal Progress ☐Little or No Progress
2.3	The District Reading Coach is monitoring professional development by collecting and analyzing data to include: • assessing participants' pre and post knowledge of content relating to SBRR, and • reporting progress on a quarterly basis.	___ Plan developed by District Reading Coach to monitor PD activities and outcomes (observation form, surveys, etc.) ___ Evidence that PD evaluation information is shared with School Reading Coach (e.g., standardized form for information sharing) ___ Evidence that all Reading First coaches, administrators, and other personnel meet regularly to reflect on progress and design "next steps" (meeting agendas, meeting minutes, etc.)	☐Adequate Progress ☐Minimal Progress ☐Little or No Progress
Additional Comments Part Two: 2.1- 2.2- 2.3-			

Part Three: Access To Print Materials		
Indicator	**Supporting Evidence**	**Status**
3.1 The district has an on-going partnership with the public library and is developing activities to support literacy.	___ Contact names/positions of personnel within the public library system who are members of the partnership ___ List and/or description of activities designed around literacy ___ Evidence that the activities planned were designed to meet the needs of a variety of audiences – students, parents, teachers, etc. (list of activities will show diversity of content) ___ Timeline is provided with planned activities outlined	☐ Adequate Progress ☐ Minimal Progress ☐ Little or No Progress
3.2 The district is promoting access to print during the summer.	___ List and/or description of activities designed around literacy for summer months ___ List of other programs that are collaborating with district to offer summer literacy activities Evidence that individual schools are given the support and resources for summer literacy activities such as extended library hours for families, creating reading packets with books available for students to take home for the summer, etc.	☐ Adequate Progress ☐ Minimal Progress ☐ Little or No Progress
Additional Comments Part Three: 3.1- 3.2-		

Part Four: Evaluation		
Indicator	**Supporting Evidence**	**Status**
4.1 The district is supporting the Reading First school(s) in collecting, analyzing, and compiling data used to: • plan for school improvement, • plan for informing ongoing professional development • plan for curriculum decisions • plan for support at the school level.	___ Names/position of person(s) designated to collect, analyze, and compile data ___ Evidence of plan to disseminate data to schools for use in school improvement, ongoing PD, curriculum decisions, support at the school level (standardized form for data, email updates, agendas from meetings, etc.) ___ Evidence that data has been shared with all stakeholder groups (school council records, principal's meeting agendas, etc.) ___ Evidence of plan to assist schools in planning for school improvement, ongoing PD, curriculum decisions, support at the school level (work session agendas, task force members, email updates, district-wide PD, etc.)	☐ Adequate Progress ☐ Minimal Progress ☐ Little or No Progress
4.2 The district has a research plan that will assess Reading First implementation at the school and district level. The research plan describes how: • reading achievement gains of students K-3 will be assessed • the district will assess the effectiveness of the RF program in reducing the numbers of students reading below grade level, with a focus on students identified in the RF legislation.	___ Name/qualifications of person designated to design and implement research project ___ Research plan specifically outlines how reading gains will be assessed and how that data will be collected and used ___ Research plan includes formal and informal measures to determine effectiveness of RF program (teacher surveys, teacher observation, student surveys, parent surveys, CATS scores, results from GRADE, DIBELS, and Terra Nova, etc.)	☐ Adequate Progress ☐ Minimal Progress ☐ Little or No Progress
Additional Comments Part Four: 4.1- 4.2-		